

## **LPF Listening Exemplar**

### **St Mildred's Secondary School: An Interview with a New Student**

#### **Task Description**

In this task, students listened to an interview between Angel, a new student at St Mildred's Secondary School, and Ben, a current student of the school, and responded to related questions. The interview consists mainly of Angel talking about her family, her old school and her current school.

#### **Preparation**

Before listening to the interview, students listened to the first three exchanges between Angel and Ben, and discussed the following questions in order to activate their prior knowledge about informal interviews:

- What is the relationship between Ben and Angel? What clues suggest that?
- What could be the purpose of this interview?
- How could Ben's tone best be described?
- What might Ben ask Angel in the interview?

## Learning Outcomes: ATMs 4-5

### ATM 4

Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate

### ATM 5

Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate

Questions	When students can respond to the questions appropriately, they can:
<p>1. SMSS is a _____ school.</p> <p><input type="checkbox"/> A. girls</p> <p><input type="checkbox"/> B. small and old</p> <p><input type="checkbox"/> C. boys</p> <p><input checked="" type="checkbox"/> D. <i>mixed</i></p>	<p>ATM 4</p> <ul style="list-style-type: none"><li>• work out the meaning of ‘co-ed’ by using<ul style="list-style-type: none"><li>– semantic clues, e.g. ‘I went to an all-girls school in England – at the moment it seems strange to be in a co-ed class but I’ll get used to boys in the classroom.’</li><li>– syntactic clues, e.g. the use of ‘but’ and the contrast of the different tenses in the example above</li></ul></li></ul>
<p>2. In her old school, Angel liked _____.</p> <p><input type="checkbox"/> A. the clubs</p> <p><input type="checkbox"/> B. the teachers</p> <p><input checked="" type="checkbox"/> C. <i>the sports fields</i></p> <p><input type="checkbox"/> D. the girls</p>	<p>ATM 4</p> <ul style="list-style-type: none"><li>• work out the meaning of the word ‘miss’ in the utterance ‘I’ll miss the playing fields!’ by using<ul style="list-style-type: none"><li>– semantic clues, e.g. the association between the word ‘love’ in ‘I love playing sports...’ and the word ‘miss’</li><li>– syntactic clues, e.g. the cause-and-effect relationship between the two parts of the utterance ‘I love playing sports so I’ll miss the playing fields!’, as indicated by the connective ‘so’</li></ul></li></ul>

<p>3. Ben and Angel _____ friends.</p> <p><input type="checkbox"/> A. are</p> <p><input checked="" type="checkbox"/> B. <i>may become</i></p> <p><input type="checkbox"/> C. will not be</p> <p><input type="checkbox"/> D. were</p>	<p>ATM 5</p> <ul style="list-style-type: none"> <li>infer Ben’s and Angel’s feelings by using semantic clues and knowledge of tone and intonation, e.g. Ben’s kind invitation ‘You must come with me [to the Art Club].’ as a signal of his strong wish to be Angel’s friend, and Angel’s response ‘I’ll have to ask my parents...’ as a sign of tentativeness</li> </ul>
<p>4. Ben says ‘No after-school clubs!’ because he is _____.</p> <p><input type="checkbox"/> A. disappointed</p> <p><input type="checkbox"/> B. angry</p> <p><input checked="" type="checkbox"/> C. <i>surprised</i></p> <p><input type="checkbox"/> D. pleased</p>	<p>ATM 5</p> <ul style="list-style-type: none"> <li>infer Ben’s feelings by using knowledge of tone and intonation, e.g. the surprise tone that Ben used when he repeated what Angel had said</li> </ul>
<p>5. Ben _____ Angel to go to the Art Club with him.</p> <p><input type="checkbox"/> A. doesn’t want</p> <p><input type="checkbox"/> B. tells</p> <p><input checked="" type="checkbox"/> C. <i>invites</i></p> <p><input type="checkbox"/> D. orders</p>	<p>ATM 5</p> <ul style="list-style-type: none"> <li>work out the implied meaning of ‘You must come with me.’ by using <ul style="list-style-type: none"> <li>semantic clues, e.g. ‘I go to that one!’ to express Ben’s delight at Angel’s intention to join the Art Club</li> <li>syntactic clues, e.g. ‘You must...’ to imply Ben’s wish to make a sincere invitation, rather than give an order, in the given context</li> </ul> </li> </ul>

## Tapescript

*Angel is a new student at St Mildred's Secondary School. Another student, Ben, is interviewing her.*

**B:** *Ben*      **A:** *Angel*

**B:** Hello Angel! I'm Ben – welcome to Form 3 and St Mildred's Secondary School!

**A:** Thanks! It's nice to be here.

**B:** And thank you for letting me interview you for the website.

**A:** That's OK – what do you want to ask me about?

**B:** My first question: why have you moved to this school?

**A:** My mum comes from Hong Kong, and now she's got a new job here – she's a history teacher. My dad's English and now he's found a new job here too. We moved here from England in August and I started at SMSS at the beginning of term – last Tuesday. My mum's going to start her new job in October. Dad's new job won't start until later so he's going to look after the house for a few months.

**B:** Can you tell me about your old school and how it compares with SMSS?

**A:** Yes, I went to an all-girls school in England – at the moment it seems strange to be in a co-ed class but I'll get used to boys in the classroom. My old school's smaller than SMSS and because it's in the country there are big playing fields for sports. I love playing sports so I'll miss the playing fields!

**B:** Are there any other differences?

**A:** Well, let me think...at my old school, lots of us cycled to school every day. There were lots of cycle paths and places to lock bicycles. But here no one cycles to school because there are so many cars, and now I come to school by MTR.

**B:** Were there many after-school clubs at your old school?

**A:** No there weren't any.

**B:** *[surprised]* No after-school clubs!

**A:** No, no clubs. That's a great thing about this school, all the clubs. I've already joined the Sports Club and I might go to the Art Club which meets on Saturday mornings.

**B:** I go to that one! You must come with me. *[said as a kind invitation, not an order]*

**A:** Thank you. I'll have to ask my parents but I'm sure they'll say yes.

(Copyrights reserved by **Education Bureau**)